



Cadet Lieutenant Col

CHAPTER 15

COMMANDER & ADVISOR

ACHIEVEMENT



Cadet Lieutenant Col

Chapter Goals	Recognize	Understand	Master
Introduction			
Responsibilities of Command			X
Work Improvement Methods			X
Creativity		X	
Conferences			X
Preparing for the Spaatz Exam			X
Cadet Commander and Beyond		X	
Becoming a Leader in Tomorrow's Air Force		X	
Commander & Advisor Staff Duty Analysis			X

RECOGNIZE: Recall *with* some prompting. You will be tested on *some* of this material.

UNDERSTAND: Recall *without* prompting. You will be tested on *all* of this material.

MASTER: Understand and demonstrate at all times.

INTRODUCTION

Now you are eligible for the *discretionary* grade of cadet lieutenant colonel! After you complete this achievement you will be eligible for the *earned* grade of cadet lieutenant colonel and should prepare for your Spaatz exam. When you pass that you will be promoted to the *earned* grade of cadet colonel. As the cadet commander, you are in one of the most responsible cadet positions in the cadet chain of command. As commander, you progressed through the ranks and proved your proficiency and knowledge. Yet, as a new commander, you are facing unknown challenges without experience in the position. It is often difficult to successfully transition from other positions to commander. You may have heard that it is "lonely at the top." That feeling may come to you. The responsibility of command is, at times, awesome and frustrating, while rewarding and exciting at the same time. Although you are not a senior member, cadets look to you as the "senior member" of the cadet unit. As such, you may be viewed as "untouchable" by the younger cadets, as competition to the more senior-grade cadets, and as a role model to all cadets. Your every move, word, and action is closely watched. Compliments from cadets may be few, while criticisms may be many. This is natural and just another element in maturing. You cannot be concerned about what others think of you. They should respect you, not fear you.

RESPONSIBILITIES OF COMMAND

As you have seen, increases in grade brings increases in responsibilities. While rank does have its privileges, it also has its responsibilities, not only to those above and below you, but to yourself as well.

The following excerpts from the *Air Force Officer's Guide* by Lt. Col. John Hawkins Napier III, USAF (Ret) are edited for CAP use and address three facets of command: the human side, overcoming difficulties, and assuming a new assignment.

The human side of command. By virtue of your rank, you will be in a position to force your will upon others. It is better, though, to depend upon yourself, your ability and personality to accomplish tasks given you. Be human and humane, give those under you all the interest, sympathy, pride and satisfaction you give your best friends. You should strive to get the good will of the people under you. Good will is "the sum of many favorable impressions." It is not an object that can be locked in a safe, written into a ledger, nor something you can see or hear. It is, however, "something" you can sense or feel. You will be able to sense that you have the good will of your followers, peers and superiors shortly after you start a new assignment.

Good will is based on the impression people have of you. Considerations they may use are: competence, fairness, consistency, compassion, and sensitivity. Do you know your job? Are you fair and consistent in your reactions to others? Do you care about the problems others have?

Morale is another aspect of humaneness of leadership. It is the state of mind of the average cadet with respect to the mission of CAP and your unit. If this state of mind is one of confidence, determination, and enthusiasm, unit morale is high. Evidence of high morale may be seen in the smooth, seemingly effortless operation of a unit meeting or practice exercise. High morale is the dividend of good leadership. Many factors adversely affect morale—lack of promotion or recognition, inequitable treatment, or inadequate housing at an encampment. To have high morale in your unit, you must prove you are doing your best for your people, just as you expect them to do their best for you.

A goal of leadership is to have the highest possible standard of performance possible by members of your unit. Raising and maintaining high morale is one way of doing this. Fairness and consistency in rewarding and punishing is another. Studies have shown that in combat, the really important work gets done by less than 25 percent of the unit members. Sometimes, this data could be applied to CAP units. To increase the efficiency of your unit, use all the tools available. Appealing to a sense of duty, encouragement through rewards, or, finally, coercion or punishment.

You, as a leader, must encourage people to do their best and when they do, reward them appropriately. Though punishment is only to be used as a last resort, there are times when it is appropriate. As with rewards, the improper, excessive or insufficient use of punishment can have a disastrous effect on unit efficiency, effectiveness and

EXPLAIN THE THREE FACETS OF COMMAND.

cohesiveness. A good leader must be adept at using each appropriately.

Overcoming difficulties. One of the first judgments made of you as an NCO or officer in CAP will be how you handle difficulties. As a leader you must decide which are merely nuisances and which are major obstacles to your mission. If a difficulty is a nuisance, make light of it in public, but do your best to get rid of it promptly. When you and your unit encounter a major problem, include your followers in researching the solutions. Taking advantage of their opinions and experience gives you an additional resource and tells them you consider them part of your team. It also shows that you respect them and their thoughts. However, the final decision and the responsibility rests solely on you, their leader.

If you are to have a strong CAP, you must have strong leadership. Missions, whether SAR or DR, are successful through people more so than by equipment. It is the function of leaders to bring out the best capabilities of their people and to direct those capabilities in support of the assigned mission. If CAP cadet officers and NCO's do this task well, your readiness for missions and your accomplishments in them will successfully support Civil Air Patrol.

Assuming a New Assignment. As you progressed through the CAP cadet program, you assumed many new assignments. Some of these came as a matter of course when you started the Staff Duty Analysis portion of Phases III and IV. Some came not only as you gained rank, but because of your unit's needs. You also assumed a new assignment when you transferred to another unit. Review Chapter 8 for more information about assuming a new assignment.

WORK IMPROVEMENT METHODS

Some supervisors always jump to conclusions. They detect an obvious bottleneck in the unit, "chew out" the cadets, and think they have solved the problem. But, the work piles up even more, so they make a few on-the-spot changes in procedure, shift the workers around, take some slow people off the job, and start doing some work themselves. Still the work lags, dead lines are not met, and now there is poor morale in the unit. Why? The answer is that the supervisor did not know how to discover the real reason for the bottle-neck in the first place. There are many supervisors in the Civil Air Patrol who think they know what is wrong in nearly any job situation. But, there are few who *really* know what is wrong and *know how* to make it right.

Four Work Simplification Guidelines

Selecting the Job. Which job do you look at first? Pick the one that takes up the greatest amount of resources and has a major impact on the mission.

Recording the Details. There is no shortcut to work simplification studies, everything has to be recorded.

Analyzing the Details. This will be expanded upon in the following paragraphs.

EXPLAIN WORK SIMPLIFICATION GUIDELINES, APPROACHES TO WORK SIMPLIFICATION, AND LIST STEPS FOR SIMPLIFYING WORK.

Developing and Installing Approved Changes. Most people resist changes because the unknown makes them insecure. You cannot upset the cadets' sense of security and expect them to be happy. You may force cadets to change their work procedures, but this is not good leadership; nor will it get you the satisfactory results that good human relations will. A systematic approach should be used in arriving at, developing, and carrying out your proposals. You should explain to them that you are trying to:

- Make their jobs easier.
- Equalize the workload.
- Cross train cadets for advancement.
- Reduce accidents.
- Assure your cadets that you only want to simplify the work, not to find fault or to discipline, and that you need their help.

Sources of Resistance to Change. People resist change especially when they believe their basic securities are threatened, when they do not understand the changes, or when they are forced to change. You can convince your cadets the change is in the best interest of the unit. This can be done if you recognize that your behavior comes from your thoughts, experiences, prejudices, perceptions, attitudes, and habit patterns. You can isolate these, making it possible to find a way of overcoming or preventing this resistance. Be aware of these assumptions:

- People change when they see a need for change.
- People change when they know how to change.
- People change when they are actively involved in the change process.
- People change when they feel secure about changing.
- People do not necessarily change based on new knowledge alone.
- People change when they are encouraged and supported in changing.
- People change some of their attitudes and behaviors slowly.

Five Approaches to Work Simplification

Work Distribution. Waste, poor morale, and back-logs are some symptoms that may demand a work distribution study. A careful analysis will help you to find out what is being done, who is doing it, how much is being done, and how long it is taking. Your study must be based on what you and your people are *actually* doing at the time of the study and not on what they are *supposed to be* doing.

Flow Process. Your problem may exist in the way one cadet does a particular job or the way a task as a whole is being done by the unit. A flow chart is a picture of the steps in a process. It will help you to

follow the work or the people doing it, and help you to spot clues to problems.

Layout Chart and Flow Diagram. A *layout chart* is a plan or sketch of the physical facilities, such as a building, upon which the flow of work is traced. A *flow diagram* charts the movement of materials and persons.

Motion Economy. This is detecting and correcting unnecessary movements as an essential factor of the flow process. It does not take an expert to detect unnecessary movements. Motion analysis is an essential feature of your flow process study. Rearrangement and modification of tools and equipment, enabling cadets to use their limbs comfortably, may be just the thing to eliminate bottle-necks, poor morale, accidents, or waste of resources.

Work Count. Remember, the work count is merely telling you how often each person is producing a given item. This count, when compared to a standard, tells us how well your cadets are doing. For example, if each cadet is expected to recruit three cadets to earn a recruiting ribbon, three is the standard. Here, a work count is the number of cadets recruited.

Six Steps for Simplifying Work

Your analysis may reveal that you do need to make some changes. If so, the following steps are recommended:

- Develop the changes through cooperation with your cadets.
- Record the detail of the changes.
- Try the changes, if possible.
- Coordinate the new ideas with other members of the CAP unit.
- Put ideas in final form in a written summary.
- Install and carry out the changes.

CREATIVITY

Alex F. Osborn, author of *Applied Imagination*, identifies four basic mental abilities in all humans in varying degrees: (1) to absorb knowledge; (2) to memorize and recall knowledge; (3) to reason; (4) to create by visualizing, foreseeing, and generating ideas.

The first two abilities enable you to get knowledge. The last two enable you to use it. Reasoning lets you analyze your knowledge, to combine it with other information, to judge it, and to make choices and decisions. Thinking creatively enables you to use your knowledge—to perceive, to visualize, and to produce new ideas.

Four Steps in the Creative Process

The creative process is a series of experiences. Each builds on previous experiences and leads directly to other experiences. They continuously merge until a final whole is realized. Norman F. Munn, author of *Psychology: The Fundamentals of Human Adjustment*, says

LIST THE STEPS IN THE CREATIVE PROCESS. LIST AND EXPLAIN BLOCKS AND OBSTACLES TO CREATIVITY. LIST AND EXPLAIN WAYS TO OVERCOME THOSE OBSTACLES.

this process happens in four successive stages: (1) preparation, (2) incubation, (3) insight or illumination, and (4) verification.

In reality, the period of *preparation* takes in all our experiences. But you intensify and make it specific when, for example, you realize something is not as good as it can be and you want to improve it. The preparation period is a time of concentration, routine work, and trial and error. *Incubation* is a period of unconscious activity in which solutions begin to take shape. This happens when you set the problem aside and focus on other things. *Insight* comes when experience is reorganized, and may happen when least expected. It comes sometimes as a flash, a useful hunch, or a sudden inspiration. *Verification* happens when you test the idea and evaluate it for its usefulness.

Blocks and Obstacles to Creativity

Three Blocks. *Perceptual* blocks prevent you from sensing and perceiving things as they really are. *Emotional* blocks are imposed by the way you feel about things, such as fear, hate, and anxiety. Because of fears of what your supervisors or peers might think, you often conform to their old ways rather than create new ways. Or, if anxiety prevails when you think about a particular problem, you may simply avoid thinking about it to avoid the anxiety. *Cultural* blocks come from society which teaches us conformity, rigid habits, and narrow mindedness.

Five Obstacles. The five most common obstacles that fall under the categories above are: faulty perception, habit, fear, prejudice, and inertia. Two or more of these may be active in any situation, but isolating them this way makes it easier to study them. These reactions are not conscious efforts to avoid being creative. If they were, they would be much easier to overcome.

Faulty Perception. Perceptual obstacles occur when your five senses send incorrect messages or when your mind misreads the messages from your senses. When the senses are incomplete or inaccurate, you have a perceptual block to creativity. If the mind has to work with insufficient or inaccurate messages, it has a perceptual block to creative thinking. Thus, whenever possible, use all your senses and be consciously aware you may not get all available information, or may misread it when it comes to your brain.

Habit. Some habitual thinking is necessary. After all, you can hardly come up with a new solution every time you face the same old problem. Unfortunately, however, habitual thinking may become your only way of thinking. The danger in habitual thinking is that it resists change.

We should avoid becoming so attached to our opinions that pride blinds you to truth. *One type of habitual thinking is called "functional fixedness."* Someone with functional fixedness assigns certain functions (or characteristics) to people (or things) and then finds it difficult to see any other functions or characteristics in them. If you start thinking of a person as a mechanic, he or she may remain a mechanic in your mind despite their qualifications in other fields.

Fear. Many types of fear may keep you from trying anything new. Perhaps this is because you do not want to "rock the boat." Perhaps you, at one time or another, hesitated to ask a question because you were afraid of sounding silly. This type of fear often

infects staff meetings! The commander asks for suggestions and the staff sits afraid to voice an idea because it might look silly. Fear can do more than cause silence. It can cause panic that keeps your mind from operating effectively. If you panic under pressure you will rarely try anything new.

Prejudice. Loyalty is a wonderful trait if it is not blind loyalty that prejudices you against new ideas. The men who opposed General Billy Mitchell's ideas on air power were not, to their way of thinking, illogical. They believed in, and were loyal to, their particular branches of the armed forces. Self-interest brings out some of your strongest prejudices. Once you have produced an idea of your own, others fight for it to the final moment. It is your brain child, you are proud of it and you find it almost impossible to accept another idea as good or better. You often see this in other people, but you seldom see it in yourself. This is human nature and applies to everyone.

Inertia. How often have you said, "I meant to, but I just did not get around to it?" You often resist new ideas because accepting them might require some effort. A special kind of inertia comes from self-satisfaction. When you are satisfied with a procedure, it is easy to say, "Everything is running smoothly so why change?"

Overcoming Barriers to Creativity

The first step toward becoming more creative is to recognize barriers that may influence your thinking. A proper attitude and atmosphere are necessary. Develop a questioning attitude that will cause you to look for better ways to accomplish your job. Develop a sensitivity to problems. Approach all problems with a positive attitude. Make use of techniques that promote creative thinking and the generation of ideas. Two of these techniques that are applicable at almost any time are (1) the self-interrogation checklist and (2) brainstorming.

Self-Interrogation. Several large industries today give each executive a set of reminders designed to encourage a questioning attitude. Can I make it larger? Can I combine it? Can I adapt it? Can I substitute something else for it? Can I modify it?

Brainstorming. Brain-storming is a group process where the group lists all ideas that they can think about on a given subject or problem. The process does two things: it stimulates a chain reaction of ideas, and it helps everyone withhold judgment. Some people are self-starters. When they begin to question something, ideas flow from their minds. Most of us, however, need some help to overcome blocks and to start your own ideas flowing. A brainstorming session can give us this help.

In *Applied Imagination*, Alex F. Osborn said when you stop to analyze each idea as you produce it, you get stuck in a rut. Brainstorming does not demand this of you. Osborn developed four rules for a brainstorming session:

Withhold judgment. This is the first and most important principle. Criticism stops the flow of ideas. No idea is to be ridiculed; evaluation is held after the brainstorming session is over.

Welcome freewheeling. Remember that no idea is too farfetched. Many of the greatest ideas sounded absurd at first. You cannot be sure

that an idea is crazy until you take a real look at it. Even if it is crazy, it may stimulate someone else to offer another idea.

Aim for quantity, not quality. The greater number of ideas, the better the chances of finding the best ones.

Give priority to "hitchhikes." Build on other's ideas; one idea often sparks a related one. A "hitchhike" idea rides on another's idea. In the brainstorming session, one member suggests an idea. This triggers a thought in another member, a thought that is probably better than the previous one and one that possibly includes all the original thought plus more.

The ideal size of a brainstorming group is 12 to 15. The problem must be limited and understood by each member. Besides having a moderator, the group also should have a recorder to write down each idea someplace where everyone can see at once. For example, a chalkboard. This helps the group to remember what was suggested and encourages them to "hitchhike."

Brainstorming should have no set time limit. The moderator should keep the group going as long as it produces ideas. When slow periods occur, the moderator should repeat the problem. This sometimes brings on a new burst of activity. If the moderator stops the session too soon, group members will not produce all the ideas they can bring to light.

Evaluate ideas only after the session. The group or committee may decide to discard many of them. Quality is now what the group wants. Many ideas will be promising enough to be studied further. Often, the idea that helps solve the problem would never be found without brainstorming.

CONFERENCES

Earlier, in Chapter 8, you learned about staff meetings, then about the seminar in Chapter 14. These are both somewhat related to conferences; all these involve more than one person making a group decision.

The three general purposes of conferences are: teaching, problem solving, and negotiating. Usually what applies to a good conference and a good conference leader also applies to a good staff meeting and a good staff meeting leader. From time to time the staff will need to create a temporary "task force" to solve a one-time problem. Other times, if the problem needs continuous attention, a staff member is assigned to it as part of the job description. In either case, conference skills are needed when group participation in problem solving is required.

Teaching Conferences

A conference to teach is an informative conference. Ensure all staff members understand the changes they must make because of the new plan, and make sure you achieve coordination within your staff. A teaching conference is ideal for meeting these requirements because it is much more effective than reading the new order or giving a briefing about it. Teaching conferences are also useful in discussing training topics. To make a training conference successful, each group member must have background knowledge of the study topic (or of

LIST AND DESCRIBE EACH OF THE DIFFERENT TYPES OF CONFERENCES AND THE FACILITATOR'S ROLE.

related topics) before the conference begins. Each person has something to contribute, and all the contributions added together give the group the information it needs.

Problem-solving conferences. By its very nature, the conference is a particularly suitable means of solving problems in government, industry, and the armed forces. The wise official frequently joins with knowledgeable people to resolve important problems. Through the conference CAP leaders can profit from the knowledge and experience of the experts in their unit. At a conference, the members of the staff may uncover a need for better procedures, or they may find it necessary to revamp the unit's training program. Each participant at the staff conference has suggestions to offer. His or her special knowledge or experience will help the group solve the problem.

Negotiating conferences. These are useful where there are two or more incompatible solutions, points of view, or approaches. What makes a negotiating conference different from the usual problem-solving conference? Perhaps the best way to answer this question is to list the characteristics of the negotiating conference:

- The appointing authority is either not authorized to make a decision or is unwilling to make one; or there is no appointing authority.
- Those present represent two or more positions, and all conferees are authorized to present and defend the position they represent.
- All representatives want to win approval of their position, and each unit represented wants to reach a settlement.
- Each representative must be fair, open-minded, willing to listen and willing to be convinced.

Negotiators should remember that their purpose is to reach an agreement—not get their way without changing their goal or method to get it. Therefore, negotiators usually face the prospect of compromise and should prepare themselves so that they can reach the most favorable position possible through compromise. To do this, the negotiators should have in mind their most desirable position, a middle acceptable position and a last stand position.

The Conference Facilitator

Facilitator traits. Imagine what a conference would be like without a facilitator. Without guidance and control, the discussion might eventually center on the problem, and some discussion might occur. At best, the leaderless discussion might result in the adoption of some sort of problem solution. At worst, it would be a “bull session.” It would be best to select, well before the time of the meeting, an able facilitator and authorize that person to help the group to work toward its goal.

It is important the person selected has certain character traits. As a conference leader, inventory these traits to see which ones you are strong in and which ones to cultivate.

- Enjoy working with people.

A facilitator assists the conference members to stay on track, keep main ideas in focus, and keep the discussion moving.

- Have a good command of the language.
- Think clearly and rapidly.
- Are flexible.
- Practice self-restraint.
- Are tactful and patient.
- Have a sense of humor.
- Are a good listener.
- Are objective.
- Are conscientious and efficient.
- Establish a timetable.
- Win confidence and respect.

Have you decided that no mere human can meet all these requirements of the ideal conference facilitator? Make the best possible use of your desirable traits. Then, recognizing the value of traits such as self-restraint, tact, conscientiousness, enthusiasm, and patience, develop any that you are weak in or may lack.

Facilitator's Preparation

You must spend many hours getting ready. These preparations run the gamut from arranging the physical facilities to studying thoroughly all the matters relevant to the goals of the conference.

In preparing for a conference, first ***analyze its purposes***. If the general purpose of the conference is to solve a problem, think the problem through to understand the specific purpose of the conference. If the purpose is to inform, think through exactly what ideas to get across. If the purpose is to negotiate, become familiar with the specific situation and the opposing points of view that will be presented in the conference.

The second step is to ***analyze the conference members***. Know if they have any weaknesses that need to be minimized. Know the knowledge level of the members. Analyze the members in order to anticipate any problems that may arise due to status or personality.

The third step is to ***write a notice to conferees and prepare a tentative agenda***. The tentative agenda is the proposed order of business to be discussed. For a *problem-solving* conference, the tentative agenda may include the steps of the systematic method of problem solving or an adaptation of it. For a *teaching* conference, the agenda may follow any one of many logical patterns of organization. For a *negotiating* conference, the agenda shows the order in which each side is to introduce its team and position. In preparing the agenda, the leader must decide what the most logical order is for discussing the sub-points of the problem.

The fourth step is to ***make a discussion plan***. This is an extension of the agenda and is your personal aid to make sure the agenda accomplishes the specific purpose of the conference. For a *problem-solving* conference, prepare the introduction, list detailed data, and develop a battery of questions to stimulate the discussion. For a

This is one area where you can really make a contribution to your unit. As a moderator you can bring key unit people together to exchange their ideas of evaluation criteria, problems and proposed solutions. Then you can formulate training plans with standardized learning objectives.

teaching conference, make the discussion guide the same as the problem-solving discussion guide. Prepare the introduction to get the conferee's attention, motivation, and to give an overview. To prepare a discussion guide for a *negotiating* conference, plan how to introduce the members and how to describe the situation. The leader may be able to anticipate areas that need research and include the necessary research material in the discussion guide.

Facilitating: Technical Issues

Since a good introduction helps to establish the right climate for the conference, make sure the introduction is thorough, and includes all the necessary steps.

Introduce conferees. When it is time to start the conference, get the attention of the group and introduce yourself. Next, you should ask the conferees to introduce themselves and tell what staff department or unit they represent.

Explain procedures or rules. Tell the conferees that it is their conference, that they will carry the discussion, and that your role is merely that of a facilitator, not a leader. Point out that success depends on their being active in the discussion. Make your position clear. Tell them you are not going to function as an expert on what they are about to discuss and that you are not going to function as an authority telling them how to run their business. Explain that you are present only to help them solve their problems. Make it clear that all decisions reached will be the result of their collective thinking, not yours.

Successful conferences usually take place in an informal atmosphere. Even so, you will need guidelines to ensure time is used efficiently. Make sure the conferees are familiar with these ground rules and that they accept them before you start.

Introduce the problem. In presenting the problem, phrase your remarks to show how the problem is important to them. Make the members feel that the problem is an obstacle to them and kindle a desire to overcome it. After you have presented the problem, get the group to agree on a statement of it. Write this statement where you can keep it visible to the group throughout the conference. If you have done a good job of presenting the problem, the conferees probably will want to rush ahead to do something about it. Discourage them from proceeding without recognizing all the facts affecting the situation. Lead the members of the group to an accurate definition of the problem. They must pin it down. They should list every fact they must consider in solving the problem.

They now need to decide a plan of attack. As a starting point, present your proposed agenda. Give them a chance to consider it; they may wish to modify it or choose a different one. It is essential that the group agree on their plan of attack before starting to analyze the problem.

Analyze the problem. Throughout the conference, you must frequently check to be sure that the conferees agree. Before moving on to each new problem area, check for agreement on the sub-problems just covered. If they do not completely agree, specify the points on which they do agree.

Consider all possible solutions and select one. After leading the group through an analysis of the entire problem, start looking for

solutions. The members will volunteer them. You may have to discourage some conferees from pushing ahead and proposing solutions based on a partial analysis of the problem. List every solution proposed, even those seeming to have little merit. If a possible solution occurs to you but not the group, get them to suggest it. Now guide the group to select what they believe to be the best solution, but discourage them from accepting it until they test it first. Remind them of the criteria they have set up while discussing the problem and have them apply their criteria to the solution they favor. If the tentative solution meets every requirement, it becomes the group's final solution. If there are any flaws in the tentative solution, the conferees must modify it or consider another solution.

See that the group recommends action. The conferees can seldom apply their solution before leaving the conference room, but they are vitally concerned with putting the solution to work. Once they have selected their solution, ask, "What are we going to do to put our solution to work?" In training conferences, the subject matter usually relates to the daily work of the conferees. The nature of the subject and the circumstances may be such that it is up to each member to decide what he or she has learned.

The staff conference, on the other hand, must result in a resolution to act or in a recommendation that action should be taken. The conferees must consider ways to apply the solution. They may decide that their recommendations can be put into effect through a directive.

Summarize. The conferees should never leave a conference wondering what they decided or what they are going to do about the problem. Before closing the conference, summarize the discussion and state the solution clearly and briefly. Be completely impartial when you do this. Ensure the accuracy of your summary by asking the conferees to check your statement so they can add any points you may have overlooked.

Facilitating: Human Relations Issues

Do not let a few members dominate the discussion. Your conference is successful if everyone participates by listening and talking. Whenever silent cadets appear ready to speak, invite them to do so. Do not let the discussion become one-sided. This often happens when the more vocal conferees agree with each other. If this occurs, invite opposing arguments.

One of your primary duties is to guide the discussion so that the conference objectives are met. By planning the discussion carefully and following your plan to a reasonably close degree, you can ***prevent sidetracking***. Watch the trend of the discussion so that you can anticipate digressions and stop them. If members speak in general terms that seem irrelevant to the discussion, ask them for a concrete example.

If the discussion does go off track, tactfully bring it back as smoothly as you can. Occasionally you may have to break in on a discussion to point out a digression. When you have done this, lead off again with a pertinent question. A statement may be relevant, but you may not see it as such. If you have any doubt, ask the speaker to show how the statement relates to what is being discussed. If an unrelated subject comes up repeatedly, ask yourself, "Is it actually

related and have I just not seen the connection?" The fact that the conferees continually bring the topic into the discussion shows that they find it relevant. If you still feel that the topic is off the track but the conferees are sufficiently interested in it, schedule another conference to discuss it. A question or statement may be irrelevant at the time it is offered but pertinent to what will come later. Make a note of the question and the person's name so that you can ask him or her to repeat the question at the proper time. Always keep your promise to discuss a point later and make sure there is time to do so.

Do not allow side discussions. If two or three conferees start a private conversation, politely ask the one who seems to be the leader to give the group the benefit of their side discussion. When you find two distinct discussions going on simultaneously, tactfully break in and merge them into one.

Never try to prolong a dead discussion. If a change of approach does not revive a lagging discussion, begin your summarization. It will help the conferees to organize their thoughts so they can offer additional information.

A meeting is not a conference if those present are forced to accept the decisions of a minority. The members of a conference accept the conclusions and solutions because each had a part in formulating them. Never take for granted acceptance that is an automatic outgrowth of conference activity.

Wise use of questions. The question is your most important tool; it can serve many purposes. To get the most from questions, know how to word them and how to direct them. Questions are classified as lead-off or follow-up, depending on how you use them to control the discussion. As the name implies, a **lead-off question** is used to start discussion of a new topic. Make thought-provoking lead-off questions for each topic when you prepare for the conference. You can keep a discussion going with carefully phrased **follow-up questions** to expand or limit topics. Plan this before the conference, but be flexible enough so you can adapt them to the situation.

Questions also can be classified as overhead, direct, reverse or relay. Each question is helpful in its own way. An **overhead question** is one asked without saying who is to reply. It is addressed to the entire group. You must be careful to give everyone a chance to voice an opinion. A **direct question** is just the opposite; a particular person is supposed to answer it. You can use a direct question to give an inattentive individual a jolt. You may want to direct a question to a conferee who has special information for the group. A direct question to a clear-thinking conferee can help you get a wandering discussion back on track. In a **relay question**, you should voice the question first and then show who is to answer. This procedure increases the attentiveness of the entire group. You may want to reverse this procedure from time to time. In a **reverse question** you direct the question back to its originator.

You use **reverse or relay questions** to answer questions the conferees ask you. To keep the conferees active in the discussion, either reverse the question, rephrase it to the one who asked it, or pass it on to another member. Suppose Cadet Jones asks you what malinger means. Instead of answering the question yourself, you may reverse the question and ask, "What does it mean to you?" Or you

might prefer to relay the question to Cadet Smith by asking "What does it mean to you, Cadet Smith?" This procedure keeps you in the background. Do not do this to hide your own ignorance of the subject, however. Just admit you do not know.

The actual wording or phrasing of the question should be dictated by its purpose and by the exact situation at the time you ask it. Questions should be neither too hard nor too easy to answer. If a question is too difficult, it will bring little or no response. If it is so simple that it requires no thought, its main effect will be to encourage shallow thinking. Avoid covering too much with a single question. In trying to make your questions specific, avoid making them so narrow they turn the conference into a question and answer period. Above all, avoid questions that can be answered with a simple "yes" or "no." Ask questions that relate to the what, where, or why of a subject.

Your wording and the tone of your voice can effect both the response and attitude of the group or of the person you ask. If you include a commendation in the wording of a question, you can build a person up. By commending timid conferees, you can draw them into a discussion.

Evaluating a Conference

When you start facilitating conferences, and even after you have facilitated a few, you will want to know how you have done and how you are progressing. You can learn these things from two sources: a self-evaluation or an evaluation by a critic or an observer.

It's fairly simple to evaluate yourself on certain points. When you run overtime or have to omit important points, you know your timing is at fault. When you have to consult your notes constantly, your preparation is lacking. One of the best ways to evaluate your conference is to play back a recording of it. You can hear yourself as others hear you. You may see overlooked chances to drive home a point, to make a strong summary of a sub-problem, or to let conferees do more talking.

Although self-evaluation is helpful, it is not enough. Conference facilitators are often too busy to observe their own performance objectively. When you are an observer, study the work of the facilitator and the conferees carefully and use your notes to interview the facilitator later. Start your interview by praising the facilitator's good points, then point out weaknesses and ways to overcome them.

When an observer is evaluating your work as a facilitator, accept the criticism and suggestions constructively, not as defects but as something to build upon. Remember the observer's purpose is to help you.

PREPARING FOR THE SPAATZ EXAM

Once you have completed all phases of the cadet program and have had your CAPF 59-3 (Phase IV completion certificate) verified by National Headquarters and entered into the cadet database, you are eligible to test for the General Carl Spaatz Examination. Remember that this is a very difficult four-part examination which very few

cadets are able to pass on the first try. There is a 60 question multiple choice test covering the entire Aerospace Education textbook and another 60 question test covering this leadership book. Spend time studying these books before you attempt the test. Practice writing some short (two to three pages) responses to pertinent questions concerning the military and society today, because you will be asked to write an essay. Stay physically fit and continue to train for the mile run. The time required for this test is very competitive and you must be in top shape to pass. You will have three chances to pass each part of the test, however, do not walk into the exam expecting to pass any part without prior practice and training; this only wastes the Liaison Office's time but makes your chances of success much less. This test must be requested by your unit commander by using a CAPF 55a. The test will be administered by your Air Force Liaison Office. On the testing day, your physical appearance (uniform and grooming) and attitude will be evaluated before you are allowed to test. Most importantly, the results of the examination must reach National Headquarters not later than the last day of the month preceding your 21st birthday. **No exceptions.** For more specifics concerning the Spaatz exam, refer to CAPM 50-16.

CADET COMMANDER AND BEYOND

You are approaching the end of the CAP Cadet Program. Instead of this simply being the last phase in the cadet program, it is a prelude to your new life as an adult. This is a transition period where you share your knowledge and experience as a cadet consultant to the cadet commander and to the senior members responsible for the cadet program. It is also a time to explore what career you want as a result and a reward for the dynamic American and aerospace leader the cadet program has helped you become.

EXPLAIN YOUR ROLES AND RESPONSIBILITIES AS CADET COMMANDER AND AS AN ADVISOR OR CONSULTANT.

Your Counselor and Assistant Role

You learned about counseling techniques in Chapter 12. In Phases III and IV you were expected to be a leader. Beyond holding a high cadet leadership and staff positions, you carried out the vital aspects of Phases I, II, III and IV! Your consultant role will require even more maturity and integrity. You may be appointed as an aerospace education counselor in one of the textbook areas. In this role, make yourself a subject matter expert. In addition, you may be a leadership laboratory counselor, working with individuals or small groups to help them prepare for their leadership tests. You may also help with the physical fitness (aerobics) evaluations, with the chaplain in overseeing the moral leadership discussion groups, or with planning or conducting unit activities. It is up to you to make yourself this valuable. You must earn the respect of all cadets, and you must use good judgment and treat them in a mature way. These jobs will be the major factors in your growth as a leader because your personal leadership style probably will be determined here.

Another significant leadership role is in cadet recruiting and retention. The advanced cadet is the cornerstone of this vital aspect of CAP, and a unit's success or failure will depend largely upon your

personal effort. Additionally, you can help immeasurably in recruiting senior member/adult leadership for your unit.

Your Consultant Role

A consultant is a person who is not a commander but instead is a "walking encyclopedia" of knowledge and experience. Commanders and staff rely on a consultant for advice and ideas. You may be completing high school or beyond and have the experience and ideas, but often cannot regularly attend CAP functions as you used to. As such, you are not usually available to command. However, as a consultant, you can still actually help your unit. Two examples of consultants in CAP are the Spaatz cadet (not serving as a commander) and an Air Force Reserve Assistance Program Officer/NCO.

Whatever you will be doing as a consultant, it will require the ultimate approval of your senior member unit commander. Stepping out of the spotlight as the cadet commander, or cadet staff officer, to become a consultant is not meant to be a demotion in status or a tactful way of being "pushed out of the way." Granted, it is not as necessary for a consultant to be at most cadet functions as it is for the cadet commander, staff and subordinate commanders. But, at this time in your life you should be either completing or have completed high school and starting your self-development program. Now, you will be going to college, vocational school, or have a job. You simply will not have the time for CAP that you once had. But, you have vital knowledge and valuable experience. Consulting gives you a legitimate opportunity to share this, without it interfering with your self-development program.

Consulting is an emerging leadership role. When the United States sends military advisors to its allies, it is sending consultants. They do not command foreign forces, they are attached to them and provide advice and assistance. Between the services, the Armed Forces do the same thing. Within the Air Force, many people are assigned a similar consultant role, such as the wing USAF-CAP liaison officer. Your wing liaison officer does not work as a CAP member, but works as an Air Force member. In certain local units, Air Force reserve personnel provide advice and assistance to CAP unit commanders. Always, the consultant does not command the unit members they help, and members do not command the consultant. Each freely cooperates with the other to identify and achieve a clearly defined mission.

Adapting experiences to new leadership situations. An effective consultant will always be challenged by change. The changes in unit personnel, CAP regulations, unit meeting place, and other things. Many questions or issues will involve things you once knew thoroughly, but have forgotten or partially forgotten. Because of change and forgetting, keep current on CAP regulations. This will let you refresh yourself and give advice based on *facts* before relying on opinion. This process also lets you highly polish your leadership skills.

Avoid confusion and misunderstandings; fully define your consultant role. Because consulting is an emerging role at the squadron and flight level of CAP, not too many people know about it. Senior members and cadet commanders must know what you do,

how you do it, and why you do it that way. This is especially true where you are not known, like at a unit near your college instead of your home unit. The suggestions that follow are only guidelines. Review them constantly; you need to adjust to new problems, new situations, and keep new people up to date. Times, problems, and situations constantly change. When they do, adjustments need to be made. When they are, everyone needs to be kept up to date.

Be patient. Take your time; the most effective results take time to be researched, communicated, understood, acted upon, and evaluated. Everybody has to see for themselves what value your advice is worth. Each step takes time—especially when you are working through others instead of doing it all directly yourself.

Define how authoritarian or democratic you will be toward the cadet commander. Work this out with the cadet commander and with the senior members responsible for the cadet program. You should have a more directive consultant role to a new cadet commander who is ending Phase II and is working with only a Deputy Commander for Cadets who has not completed Level II and has no prior military experience. Your role should be less directive where the cadet commander is in Phase IV and the Deputy Commander for Cadets, Training Officer, and Aerospace Education Officer are all seasoned and doing well in their positions. How authoritarian and how democratic can be a particularly sensitive issue with the cadet commander. Take particular time to ask the cadet commander's opinion of what degree of each leadership style would be most effective.

Define how much time you can comfortably spend. Do not over-extend yourself. Do not make promises you cannot keep. You most likely would like to spend more time than you can afford, and cannot easily say, "No." when asked by people we like and respect to help for a worthy cause you believe in. Such people eventually over-extend themselves and become thought of as making empty promises. Say "Yes." only when you have your calendar with you and you are absolutely sure you can do it. If you are not sure, tell them you will get back with them with a definite answer by a certain day. Then, get back with them like you said you would. In other cases, it is better to say, "No." or, "Maybe." to something if you are not sure. That way people are happy if you do the task, but not disappointed if you do not.

Ask the cadet commander and senior members working with cadets what they would like to see happen in the unit. Be open to their ideas on how they want it done. Although this may take some time, and their ideas may not match yours, it gives you the challenge of being truly open-minded and receptive to new ideas. It gives you the challenge of working with others who have different opinions, values, and different backgrounds. It allows you to understand *their* views, *their* needs, and *their* point of view. Knowing this gives you the challenge of *adapting to them*, letting them see for themselves the problems you, and perhaps no one else, fore-saw.

Write a proposal (not a directive) of what you will do to help resolve the problems and distribute copies to the cadet commander and the key senior personnel working with the cadet program, so everyone is informed. If it is in writing, it gives everyone a document to refer to so as to be clear without misunderstandings. Keep it brief

and informal so it is not over-powering, hard to read, and threatening. Your proposal also gives everyone a draft document upon which updates and changes can be made, to be certain everyone agrees about what you will do and why.

Do not get so emotionally involved that you lose objectivity and restraint, especially if they reject your opinion. In certain instances, they may not want you to help the unit in exactly the way you wanted. In any case, do not be too upset at failures, theirs or yours, even if you think they could have been avoided had they followed your advice. Failures are the only way they *and you* have learned many things. CAP's function is to help cadets *learn* to be dynamic Americans and aerospace leaders!

BECOMING A LEADER IN TOMORROW'S AIR FORCE

Now that you are completing the Civil Air Patrol cadet program, you will be looking at how to apply the skills, knowledge, and experience in your adult career. This section of this chapter discusses ways of becoming a noncommissioned and commissioned officer, primarily in the Air Force but also in the other services. Whether enlisted or officer, schooling in leadership never stops.

Enlisted and officer structures overlap in leadership training, but overlap much less in specialty training. Enlisted people generally focus on the technical and vocational trade specialties, tend to the details of getting a job done, and specialize. Officers, on the other hand, generally focus on the professional, scientific and engineering specialties, become more involved in assigning details, and become more generalized. Because their specialties are very different, each one's specialty training is different. Neither can get along without the other.

Becoming a Noncommissioned Officer

Generally, you may be single or married, but you must be between 17 and 35. All branches *prefer* high school graduation (or its equivalent) and *require* it for certain enlistment options. Both a written examination (Armed Services Vocational Aptitude Battery) and a physical examination are required. In all branches of the service, details vary, and change from time to time, too.

A variety of enlistment options is available, each involving different combinations of active and reserve duty. Most active duty programs range from 3 to 6 years, with 3- and 4-year enlistments the most common. Selection depends on your aptitudes, interests, personal preferences, as well as the needs of the service. Women are now eligible to enter almost all of the military specialties.

People planning not to remain in the Air Force should get certain information before choosing a military specialty. First, learn how good the chances are of getting civilian employment in jobs related to your specialty. Second, know what is required for getting hired in the related civilian job, such as licensing, certification, union membership, or a minimum level of education. Know whether military

EXPLAIN AIR FORCE NCO LEADERSHIP TRAINING AND COMMISSIONING OPPORTUNITIES.

Cadets planning to enter the armed forces should talk to recruiters with their parents. Have a list of questions about training, careers, and obligations.

training is sufficient to enter the field or, if not, what additional training you need.

After a 6 to 11 week basic training period, depending on the service branch, most recruits get formal classroom training in their specialty. This is followed by on-the-job training at your first permanent duty assignment. The rest get on-the-job training first, followed by the formal classroom training.

Beyond specialty training, you may choose from a variety of educational programs. Most military bases have a tuition assistance program if you wish to take courses during off-duty hours. Each service branch also offers programs for full-time education, and provides full pay, allowances, tuition, and related fees. Courses also are available to help you earn your high school equivalency diplomas. Also, programs exist allowing credit for military training courses toward associate or baccalaureate college degrees. Each branch also has its increasingly important levels of leadership and professional military education (PME) schools.

An enlisted career requires not only constant development of your specialty (vocational or technical skill), but also on continually developing your leadership skills. These schools may be taken in residence or by correspondence through the Extension Course Institute—ECI.

The *NCO Preparatory Course* is usually taken after 2 1/2 years of service. It is two weeks long and includes instruction in Air Force customs and courtesies, retreat ceremonies, administrative and disciplinary actions, control rosters, Air Force history, world affairs, management, and Air Force standards. It also covers recognition and awards programs, career development, counseling, airman performance reports, civilian worker responsibilities, and communication skills.

The *NCO Leadership School* is usually taken after 9 years of service. It is four weeks long and focuses on Air Force organization and mission, military justice system, personal grooming, leadership and management, human behavior, standards and discipline, and counseling. It also covers areas of supervisor's duties and responsibilities, personnel evaluation, recognition, problem solving, communicative skills, effective writing, and world affairs.

The *NCO Academy* should be taken by the 15th year of service and is six weeks long. It deals with Air Force history, organization and mission, the military justice system, professional skills, customs and courtesies, leadership, management, drug and alcohol abuse program, counseling techniques, human behavior, and the orientation of newly assigned personnel. The course also includes formal and informal group leadership, management theory, personnel management, problem solving techniques, the supervisor's role in effective communication, effective writing, and world affairs.

The *Senior NCO Academy* is eight weeks long and focuses on communicative skills, international relations; employment of military force in achieving Air Force objectives, the USAF and national objectives, the USAF role in force application, management, and the effective use of people. It also includes the individual and the work environment, management ideas and theories, analytical decision

making, managerial styles, and methods of improving workers' performance.

Other programs enable you to take college courses and additional military training to become commissioned officers. Ways to become an Air Force officer include the Air Force Academy, Air Force ROTC (Reserve Officer Training Corps), Officer Training School (OTS) and direct commissioning for people in special fields, such as law, medicine, health-related professions, and the clergy.

Also, there are two nonprofit agencies that provide educational assistance programs to enable deserving candidates to qualify for admission to the Academy. They are the Falcon Foundation, 5450 Tech Center Drive, Suite 405, Colorado Springs, CO 80919; and (if you are a dependent of certain Air Force personnel) from The General Henry H. Arnold Educational Fund by writing to the Director, Air Force Aid Society, National Headquarters, Washington, DC 20333. Each agency has scholarships for the Air Force Academy Preparatory School and various civilian academy preparatory schools, and junior colleges in various parts of the country.

The United States Air Force Academy Preparatory School

Anyone may apply to the Air Force Preparatory School. Each year, this school receives three nominations for CAP cadets from National Headquarters.

The academic year spent at the preparatory school will increase your chances for admission to the Air Force Academy and graduation from there. Approximately 70 percent of the 100 to 120 students who enter the school complete the requirements, graduate, and are offered an appointment to the Academy. The school term is for one academic year, beginning in July and ending in May. You may choose to compete for a position at the preparatory school on your own, or you may apply through the CAP scholarship program (see CAPM 50-16), or both. If you go to the school, you must enlist as an E-3 (airman first class) in the United States Air Force Reserve during in-processing.

Applicants are selected for nomination based on SAT/ACT test scores, academic achievement (grade point average, difficulty level of course work, attendance record), performance as a CAP cadet (including achievement level, participation in activities, proven leadership, and physical fitness), extracurricular activities, community involvement beyond CAP (including youth and church organizations and high school sports activities), personal appearance as shown in the photograph, recommendations (for example, from school teachers, counselors, administrators, coaches, community officials, senior member CAP officers, and military personnel), and other reports or records (for example, endorsements from the unit and wing commanders) that show the applicant's aptitude, attitude, achievement, or ability to complete the preparatory school program successfully.

The United States Air Force Academy

The Academy requires preparation early in high school with courses such as four years of math and English, at least two years of a foreign language, and basic science courses such as biology, chemistry, physics, and computer science. It is also helpful to have a

background in history and typing that will help with writing class papers.

The information in the next two paragraphs may change from year to year. For current information, ask for a catalog by writing to the Academy at HQ USAFA/RRS, USAF Academy, CO 80840-9987 and tell them your name, address, telephone number, social security number, date of birth, and the date (June 19xx) you expect to enter the academy.

You must be in the top 40 percent of your high school graduating class. However, 90 percent of those receiving appointments are in the top 25 percent. The difficulty level of the classes taken and the academic standards of the high school are considered when evaluating a candidate's records. Take advanced or honors courses, if qualified to do so. In the past, the SAT minimum scores are 500 verbal and 550 math; the averages of academy appointees were 575 verbal and 655 math. ACT minimum scores were 21 English, 24 math, 19 social studies, and 24 natural sciences. Appointee averages were 25, 30, 27, and 30, respectively. Take the SAT or ACT as often as practical; it helps reduce test-taking anxiety, and the selection board will consider the highest of each SAT testing when computing the highest SAT scores, and the highest of each ACT testing when computing the highest ACT scores. SAT and ACT scores may be mixed in the computations, however.

Of the 12,000 people that apply, 4000 meet the above qualifications. Twelve percent of each class are women. Of all fourth classmen 75 percent are physically qualified to be pilots. When they graduate, usually because of vision problems, only 65 to 70 percent remain pilot qualified. At the time this leadership manual was printed, upon graduation, cadets have an 8-year service commitment upon completion of pilot school, a 6-year commitment upon completion of navigator school, and a 5-year commitment otherwise.

Additional suggestions to enhance selection into the Academy are: (1) after school employment; (2) participation in civic and church activities, including CAP; (3) involvement in intramural or varsity sports or a continuing physical fitness program including exercises that develop upper-body strength (such as push ups and pull ups) and stamina (such as running and swimming) is helpful to meet the physical demands of the Academy; (4) apply to the other service academies and the academies of the coast guard and the merchant marine, since graduates may apply for transfer into the military service branch you want (if someone else is willing to swap with you and each service branch approves) as you approach graduation; (5) make plans that would allow applying as often as possible before the age requirements are exceeded; (6) consider developing additional avenues to get a nomination, such as ROTC (with or without a scholarship) of any branch of the service, going to an academy preparatory school, and enlisting in any branch of the service and becoming an honor graduate of a school designated as an honor school by the Departments of the Air Force, Army and Navy; (7) Go to college or junior college to get further education in areas needing additional work; (8) Develop good study habits and use them; (9) Take the ACT and SAT as often as possible.

Application procedures start in your junior year of high school. Then write to HQ USAFA/RRSS, USAF Academy, Colorado Springs, CO 80840-5651, requesting an application, and telling them your name, address, telephone number, social security number, date of birth, and the date (June 19xx) you expect to enter the academy. Start taking the SAT and/or ACT as well. You must be nominated by a political official. Contact the office of the Vice President, your two United States senators and United States representatives in your congressional district to find out their deadlines and procedures for getting a nomination from them. If you are the son or daughter of an active duty military person with a minimum of eight years active duty (in any branch) or of a retired veteran, are a member of AFROTC or of Junior AFROTC, you may seek additional nomination routes by contacting the Director of Admissions at the Academy at the address above in this paragraph.

When nominated, you must then pass a medical exam. The most common disqualifying medical problems are allergies, asthma, and poor eyesight. You also must pass the Candidate Fitness Test. Men must do at least 3 pull-ups, 39 sit-ups, 11 push-ups, and run the 300-yard shuttle in 64.7 seconds or less. Women must do 1 pull-up, 36 sit-ups, 4 pushups, and do the run in 78.6 seconds or less. Out of 12,000 applicants only 3,000 are fully qualified. Only 1,400 of them are appointed. Applicants are usually helped by Air Force Reserve officers specifically selected for this task. They, and the Academy, notify you of your status throughout the application process. Normally the Senator or Representative notifies you of your nomination and appointment between Jan and May preceding the year you expect to start.

Cadets enter the Academy in June and begin Basic Cadet Training. This is a rigorous 5-week training program including military training ranging from customs and courtesies to rifle drill and marching. Physical conditioning includes exercises, running and competitive sports. Living under field conditions in Jack's Valley and having an introductory flight are also part of Basic Cadet Training. The typical day goes from 6 a.m. through 11 p.m. The amount of free time in a typical day varies according to how long the cadet has been at the Academy. Free time is very limited during the week, but weekend privileges and having visitors increase with time at the Academy. Most cadets receive three weeks summer leave, provided they are not scheduled for summer classes.

Required courses are aeronautics, astronautics, aviation, behavioral science, biology, chemistry, computer science, economics, electrical engineering, engineering, English, foreign language, history, law, management, math, mechanics, philosophy, physical education, physics, political science, professional military studies, and academic electives.

Air Force ROTC (Reserve Officer Training Corps)

Air Force ROTC lets you attend a civilian college or university while studying the dynamics of being an officer as part of a total undergraduate program. AFROTC is a series of courses that are a portion of your entire college curriculum and spans four years. The first two years, called the General Military Course, consist of a

one-hour class and one additional hour of leadership laboratory (similar to CAP's Phase I and Phase II leadership laboratory, consisting of drill and ceremonies, and military customs and courtesies) each week. First year students study the role of the Air Force today. Sophomores study the history of the Air Force. During the summer before the junior year of college, cadets attend field training (similar to a CAP Type A Encampment, but longer, much more detailed, and the leadership positions rotate among all cadets). The last two years, called the Professional Officer Course, consist of three hours of academic instruction a week and a minimum of an additional hour of leadership laboratory a week. Juniors and seniors study defense policy and management principles, applying and developing the latter to manage, organize, direct, and evaluate the cadet corps activities at the college. The management principles and their application are similar to CAP's Phases III and IV. Throughout the four years, AFROTC units schedule base visits whenever possible to sample what it is like to live and work in the Air Force. Completion of the fourth year results in commissioning as a second lieutenant in the Air Force Reserve. Cadets may then elect to go on active duty, inactive duty with the Reserves or Air Guard, or remain on inactive duty while completing a degree beyond the bachelor's level.

At the discretion of the professor of aerospace studies at the college you will attend, you may enter AFROTC with optional advanced standing, up to the first two years of AFROTC. How much advanced standing is based upon completion of the Mitchell Award (any academic term of the General Military Course), Earhart Award (either year of the General Military Course, but in no instance will credit exceed one year of the General Military Course), and the Spaatz Award (equal to 75 percent of the General Military Course that is three semesters, four quarters, or an equivalent number of other academic terms that comprise a maximum of one and one-half academic years). Only the highest award is credited. Awards are not cumulative. During the first two years of AFROTC, uniforms are issued. During the last two years, you will receive a monthly non-taxable allowance. You may be offered a scholarship during any one of the four years, assuming you apply for it each year. The scholarship pays additional funds to cover the cadet's books, tuition, lab fees, incidental expenses, along with the monthly allowance.

If you delay entry into AFROTC until after your college sophomore year you may elect to enter the two-year AFROTC program. In this program, the cadet goes to a six-week field training exercise (instead of the four-week one for cadets in the four-year program). During the additional two weeks they receive intensive training in the subjects first year students and sophomores took.

Scholarships are offered to cadets in the two-year and four-year programs, with preference to those in selected scientific and technical fields, such as engineering, mathematics, meteorology, and computer science, as well as some non-technical areas. AFROTC also administers scholarship programs for those working on the bachelor's degree and going on for advanced degrees in the legal, medical, clergy, and medical-related professions. They range in value from \$10,000 to \$40,000, depending upon the college or university. Scholarships are based on overall merit, and approximately 10,000 appli-

cants apply for 2,400 scholarships. Scholarships do not begin until 45 days after college starts.

To be eligible for scholarships, you must be a United States citizen by late October, a high school graduate or hold an equivalent certificate, at least 17 years old by late October and under 25 by late June of the anticipated graduation year, and not have been enrolled as a full-time student in a junior college or university except for joint high school or college programs. Apply as early as 1 Jun through 1 Dec of your senior year of high school. You will be notified by AFROTC directly in Dec, Feb, or Apr, depending on when application procedures were done and when you plan to start college. High school cumulative grade point average must be at least 3.7 (4.0 = A), in the top 5 percent of their graduating high school class, and have either total SAT scores of at least 1230 or composite ACT scores of at least 29. Grade point and class standing may be waived by HQ, AFROTC.

You will be required to take the Air Force Officer Qualifying Test (AFOQT) if you are competing for a scholarship that begins after your second year in AFROTC. If you get a four year scholarship, the test will be taken after you begin college. It is used to decide your initial duties once commissioned. Also, before their junior year, all cadets are required to pass a physical performance test during their summer field training. Males must complete a 1 mile run in 12 minutes, and females must do it in 14:24. Both must do a specified number of sit-ups, pull-ups, chin-ups, a standing broad jump, and a 600 yard sprint.

Officer Training School (OTS)

Officer Training School trains candidates to be commissioned as second lieutenants in the Air Force, Air Force Reserve, and Air Guard. It generates enough graduates to keep pace with the changing needs of the Air Force. As such, during times when there is little need for Air Force second lieutenants OTS activities will be very small. It is an intensive 13 1/2-week program that commissions qualified college graduates who have not completed a commissioning program. They are selected based on their academic background and leadership potential. OTS guides them through an orderly transition to commissioned service and teaches them the fundamental military knowledge and skills needed for effective performance.

The concepts of leadership, discipline, competition, physical fitness, and moral character are fundamental to all OTS training. OTS is, above all, a leadership laboratory. Air Force officers are expected to be leaders and managers; they must set the example for their peers as well as for the enlisted force. Like all military schools, OTS has high standards of discipline. Training is tightly controlled, demanding, and rigorous. The fast-paced program prepares you to accept both responsibility and authority. The high moral standards required of an officer trainee are reflected in the school's honor code, "I will not lie, cheat, or steal, nor will I tolerate those among us those who do."

From the moment you arrive at OTS you will be constantly evaluated on personal appearance, conduct, and how well you apply the principles of military discipline, customs, and courtesies. This is

to make sure you possess the qualities that lead to success in a career that puts a premium on trainability and adaptability.

To apply for OTS you must be a graduate of a regionally accredited college or university, or a college senior within 270 days of graduation. Engineering students may apply in their junior year. You must be a US citizen between the ages of 18 and 29. You must be commissioned before reaching 30, pass a physical exam at a Military Entrance Processing Station (if you plan to fly—that is, be “rated,” it is an Aircrew Examining Center), complete the Air Force Officer Qualifying Test, be of good moral character, and other requirements. If you plan to be rated, you must enter flying training before age 27. You will be interviewed by an officer from the Air Force Recruiting Service to evaluate your potential in leadership ability, communication skills, adaptability, and other qualities.

Rated applicants must apply for one or more of the career fields of pilot, navigator, or helicopter pilot. Non-rated applicants must apply for three career fields, most of which have mandatory degree requirements. Your recruiter can discuss the qualifications for specific career fields. If you are undecided, the Air Force will offer you a career field based on careful consideration of Air Force needs and your wants and qualifications.

Your application is reviewed by a board of Air Force officers at Headquarters, USAF Recruiting Service. Selection is competitive and based on your qualifications and Air Force manpower needs. Your enlistment date will be set far enough in advance to allow you to arrive at Maxwell AFB before your OTS class date. You will enlist in the regular Air Force as an E-5. Non-rated officers incur a 4 year active duty obligation from the date of commissioning. The service commitment for pilots is 6 years from the date of the award of the aeronautical rating, and 5 years for navigators.

Direct Commissions

If you are selected for direct commissioning, you will have already finished all of your professional training and have been licensed, certified, or registered in your profession. You will attend one of two training programs conducted by the Officer Training School. You will complete either the two-week Air Force Officer Orientation Course to become a chaplain (clergyman), judge advocate (attorney), or reserve officer. Or, you may attend the three-week Health Professions Officer Indoctrination Course to become an officer in the medicine, dentistry, nursing, or other health-related fields.

In certain cases, depending on the needs of the service at the time, scholarships are available at various points of your professional training in clergy and law. You may qualify for the USAF Health Professions Scholarship Program or attendance at the Uniformed Services University of the Health Sciences. You must major in medicine, nursing, dentistry, certain medical technologies, or other health-related fields.

Although these people exercise leadership and command within their own professional specialties, they do not exercise command outside of them, as other officers do. Most officers, for example, may be engineers by training, but are expected to take command of a squadron, even one unrelated to engineering such as a security police

squadron. On the other hand, a medical doctor is not expected to command a squadron, but is expected to command a hospital; the hospital deals with things in the doctor's professional training. The qualifications, service obligations, and terms of these programs vary greatly from year to year, and depend largely upon the changing needs of the service. Different services have different needs, so check all branches!

CADET COMMANDER & ADVISOR STAFF DUTY ANALYSIS

BE ABLE TO PERFORM THESE
DUTIES.

If there is advice appropriate to give a new commander, it might be summarized by saying, "have confidence in yourself and trust others." Self-confidence comes with experience. Your selection as cadet commander was based upon your proven capabilities. At every point in the past, you successfully advanced and achieved the goals of cadet responsibilities commensurate with that position. As commander, things are essentially the same. Cadets want their commander to succeed, for their squadron to be recognized for its achievements, and to have pride in their unit. As commander, you can help accomplish much, but you and other cadets truly do the necessary actions to achieve unit goals. The following suggestions may be helpful as you learn to be a cadet commander.

- Apply the principles of leadership and management as you direct others. Do not try to do everything yourself. The talents and skills of individuals within the unit are many and they will achieve goals when asked.
- Establish standards to be achieved by all members, *beginning with yourself*. Then, *realistically* attempt to meet them.
- Mistakes are not disastrous in most cadet situations. Learn from your errors. It is the best way to prevent future mistakes.
- Do not be afraid to take reasonable risks in decision making. Answers are not always clear in all decisions, and, therefore, you must make *some* decisions based on gut feelings and trust.
- Do not become discouraged. Persist at what you do, but do not expect that everyone else will. After all, you are the commander.
- Work smartly. Constantly seek honest feedback from your staff, and advice from others. Few have the vision and wisdom to make all the right decisions based entirely on their own personal knowledge and experience.
- Remember, each of us is human, and subject to weaknesses at times. Temper your disappointment in others (or in yourself) with your understanding of human relations. Use the team approach; it will provide you with backup.
- Your personal integrity and the way you act and talk are the best indicators of your moral fiber. Do not give mixed signals

by acting one way as a cadet commander, and a different way as a person.

- Be willing to admit your mistakes, then give yourself and others the opportunity to try again.
- Unlike the previous achievements, there is no complete list of pointers for commanders, but there is much information. This manual, CAP publications, and countless other documents may help you command. However, it is entirely up to you how to apply what you learned.

References

CAPM 20-1, Organization of Civil Air Patrol
CAPM 50-16, Civil Air Patrol Cadet Program Manual
CAPR 123-2, Complaints

Work With These Key People

Squadron Commander
Deputy Commander for Cadets
Chaplain
Activities Officer
Training Officer
Testing Officer
Aerospace Education Officer
Public Affairs Officer
Cadet Deputy Commander
Cadet Executive Officer
Air Force Reserve Assistance Program Officer or NCO.

Purpose and Scope

This staff duty analysis is intended to:

- provide a summary of the duties and responsibilities of the cadet commander/advisor

Learning Objectives

At the start of this staff duty analysis list the goals you have for your unit while you are cadet commander.

- During your term as cadet commander, maintain a log of staff meetings, problems encountered and how they were solved, your unit objectives, and your accomplishments. The management tools you used for running the unit shall be part of the log.
- When absent from your home unit during this time, develop and carry out a public service project. Keep a log of the objectives of the project, resources you used, how the resources were obtained, coordination needed, and the results of the project.

Commander & Advisor Checklist

- ☐ Directs staff of cadet officers and NCO's who are responsible for the following functions: Administration, Aerospace Educa-

tion, Communications, Information, Training, Operations, and Supply.

- ☐ Establishes plans, policies, and procedures necessary to ensure success of squadron functions.
- ☐ Assures that cadets comply with all policies, directives and procedures.
- ☐ Recommends personnel for assignment to authorized cadet positions.
- ☐ Coordinates cadet staff activities to ensure efficiency in cadet program administration.
- ☐ Assists the senior member staff in providing information to inspectors and in writing responses to inspection reports. (CAPR 123-2)
- ☐ Assists the senior member staff in the processing of grievances and investigations.
- ☐ Provides information to, and helps recruit, specially qualified personnel, such as physicians and clergymen, to serve on the senior member staff.
- ☐ Understands the CAP Reserve Assistance Program and cooperates fully with the Reserve Assistance Officer/NCO.
- ☐ Conducts cadet staff meetings, as necessary.

ACHIEVEMENT SUMMARY EXERCISE

1. Explain the three facets of command. _____

2. Mark the following with an "R" for a reason for resistance to change or a "C" for a reason for change.

Make job easier

Do not understand changes

Basic security threatened

Cross training for advancement

Equalize workload

Reduce accidents

Reduce overtime

Forced to change

Justify and get more workers

3. List the considerations people may use to form the impression of you on which they base their level of good will.

_____, _____, _____, _____, _____

4. What are two ways leaders can reach the goal of highest standard of performance possible by members of their unit? _____

5. Name four categories of work simplification guidelines. _____

6. Which job do you look at first when selecting a job for work simplification? _____

7. When do people resist change? _____

8. List five approaches to work simplification. _____

9. What is the difference between a flow chart and a flow diagram? _____
10. List the four successive stages of the creative process. _____

11. Explain the three blocks to creativity. _____

12. What are two techniques which promote creative thinking and the generation of ideas? _____

13. The three general purposes of a conference are: _____

14. What are the four steps a facilitator should take in preparing for a conference? _____

15. List the human relations issues in facilitating a conference. _____

16. What are two roles available to the cadet who has completed all phases of the cadet program? _____

ANSWERS

1. Human side—give those under you the interest, sympathy, pride and satisfaction you give your best friends.

Overcoming difficulties—if a nuisance get rid of it quickly, if major get input from subordinates and solve.

Assuming a new assignment—some come because of increased rank, others because of unit needs.

2.

- C. make job easier
- R. Basic security threatened
- C. Equalize workload
- C. Reduce overtime
- R. Do not understand changes
- C. Cross training for advancement
- C. Reduce accidents
- R. Forced to change
- C. Justify and get more workers

3. competence, fairness, consistency, compassion, and sensitivity.

4. Raising and maintaining high morale. Fairness and consistency in rewarding and punishing.

5. selecting the job, recording the details, analyzing the details, developing and installing approved changes

6. The one that takes up the greatest amount of resources and has a major impact on the mission.

7. When they believe their basic securities are threatened. When they do not understand the change. They are forced to change.

8. work distribution, flow process, layout chart and flow diagram, motion economy, work count.

9. A flow chart is a picture of the steps in a process. A flow diagram charts the movement of the materials and persons.

10. preparation, incubation, insight or illumination, verification.

11. Perceptual blocks occur when your five senses send incorrect messages or when your mind misreads the messages from your senses and prevents you from sensing and perceiving things as they really are.

Emotional blocks are imposed by the way you feel about things, such as fear, hate, and anxiety.

Cultural blocks come from society which teaches us conformity, rigid habits, and narrow mindedness.

12. the self-interrogation checklist, brainstorming

13. teaching, problem-solving, negotiating

14. analyze its purposes, analyze the conference members, write a notice to conferees and prepare a tentative agenda, make a discussion plan

15. Do not let a few members dominate the discussion. Prevent sidetracking. Do not allow side discussions. Never try to prolong a dead discussion. Use questions wisely.

16. counselor and assistant, consultant

ACHIEVEMENT CHART

PROGRAM REQUIREMENTS AND DATES COMPLETED

Physical Fitness Mile Run. _____

AGE	MALE	FEMALE
13	8:06	10:23
14	7:44	10:06
15	7:30	9:58
16	7:10	10:31
17+	7:04	10:22

Moral Leadership participation in at least half of unit moral leadership meetings during this achievement and serve as a discussion leader at least twice in Phase IV. _____

Attendance & Active Participation in unit activities (including payment of Unit and National dues). _____

Leadership Laboratory/Cadet Advisor Staff Duty Analysis closed book test score of 70 percent or more correct. _____

Cadet Commander and Cadet Advisor Staff Duty Analysis Report. _____

Participation in assigned cadet officer level position (rotation of the various cadet positions is important to maximize training). _____